

## Rhetoric & Writing PhD Program Preliminary Exam Reading List

Revised Fall 2005

Version 1 (2 Dec 2005)

The works on the following pages are the focus of the first part of the doctoral preliminary examination, the General Exam. Information about the Specialized Exam is available in a separate document (and in the program website), and details about the Preliminary Exam process as a whole are included in the program's *PhD Handbook*.

The General Exam reading list is the basis of your first Preliminary Examination. It also can help you think about topics you want to consider for emphasis in parts of the Specialized Portfolio Exam focused on your dissertation topic. (Note: Later versions of this same list may be issued with corrected or fuller information about sources.)

Here are a few books that the faculty recommends for your personal library. You can use these to find some of the items in the General Exam Reading List and as part of your early work toward the Specialized Portfolio Examination. (Note: Some of these books exist in multiple editions containing different essays.)

Patricia Bizzell and Bruce Herzberg, eds. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed.

Edward P. J. Corbett, Nancy Myers, and Gary Tate, eds. *The Writing Teacher's Sourcebook*.

William A Covino and David A. Joliffe, eds. *Rhetoric: Concepts. Definitions, Boundaries*.

Lisa Ede, ed. *On Writing Research: The Braddock Essays, 1975-1998*.

Theresa Enos and Stuart Brown, eds. *Defining the New Rhetorics*. Also, *Professing the New Rhetorics: A Sourcebook*.

Richard Gebhardt and Barbara Genelle Smith Gebhardt, eds. *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure*.

Richard L. Graves, ed. *Rhetoric and Composition: A Sourcebook for Teachers*.

The *Landmark Essays* Series published under the Hermagoras Press imprint of Lawrence Erlbaum Associates. Useful collections on a range of topics in rhetoric and composition.

Duane Roen et al., eds. *Strategies for Teaching First-Year Composition*.

Shirley K. Rose and Irwin Weiser, eds. *The Writing Program Administrator as Researcher*, and *The Writing Program Administrator as Theorist*.

Gary Tate, Amy Rupiper, and Kurt Schick, eds. *A Guide to Composition Pedagogies*.

Victor Villanueva, ed. *Cross-Talk in Comp Theory*, 2nd ed.

Irene Ward and William J. Carpenter, eds. *The Allyn & Bacon Sourcebook for Writing Program Administrators*.

**A Note for Working With the General Exam Reading List:** Working with your Prelim Advisor and your Committee, you will develop a list of 65 to 70 sources that includes a good balance of sources from all the sections of the following list. This will serve as the specific General List upon which your General Preliminary Exam will be based.

## General Preliminary Exam Reading List--2005 Revision Version 1 (2 Dec 2005)

### 1. Some Major Works

**Section 1, Part A:** Study the selections for these authors as they are included in Bizzell and Herzberg's *The Rhetorical Tradition* (2nd ed.), Ritchie and Ronald's *Available Means*, and Donawerth's *Rhetorical Theory by Women before 1900*.

Gorgias, *Encomium of Helen*  
Anonymous, *Dissoi Logoi*  
Aspasia  
Isocrates  
Plato  
Aristotle  
Cicero  
Quintilian  
Augustine, *On Christian Doctrine*, Book IV  
Julian of Norwich  
Christine de Pizan  
Ramus  
Queen Elizabeth I  
Margaret Fell  
Sor Juana Ines de la Cruz  
Mary Astell  
Campbell  
Blair  
Whately  
Maria W. Stewart  
Frederick Douglass  
Sojourner Truth  
Frances Willard, *Woman in the Pulpit*  
Gertrude Buck  
Mary Augusta Jordan  
Bakhtin  
Kenneth Burke  
Chaim Perelman and Lucie Olbrechts-Tyteca  
Foucault  
Gloria Anzaldua

### Section 1, Part B

Jay Bolter, *Writing Space*.  
James Britton, et al., *The Development of Writing Ability* (11-18). Chapters 1 (1-18), 2 (19-49), and 4 (59-73), and 5 (74-87).  
Lester Faigley, *Fragments of Rationality*.  
Paulo Freire, *Pedagogy of the Oppressed*.  
James Kinneavy, *A Theory of Discourse*, Chapters 1 and 2 (1-72).  
James Moffett, *Teaching the Universe of Discourse*. Ch 2 "Kinds and Orders of Discourse" (14-59) and Ch 6 "Learning to Write by Writing" (188-210).  
Walter Ong, *Orality and Literacy*.  
Mike Rose, *Lives on the Boundary*.  
Mina Shaughnessy, *Errors and Expectations*.  
Young, Becker, and Pike, *Rhetoric: Discovery and Change*. Excerpts from Ch 2, "The 'Writer as Interpreter of Experience'" (25-30), Ch 3, "Toward Understanding and Sharing Experience" (53-60), and Ch 6, "Preparation" (119-36).

## 2. Some Approaches For Viewing and Studying the Field

Wayne Booth, *The Rhetoric of Rhetoric: The Quest for Effective Communication* (Blackwell, 2004).

Linda Flower, "Cognition, Context, and Theory Building." CCC 40 (Oct. 1989), particularly 282-95 [part 1 "Toward Interactive Theory"].

Janice Lauer, "Rhetoric and Composition Studies: A Multimodal Discipline." Enos and Brown, *Defining the New Rhetorics*, 44-54.

Andrea Lunsford, "The Nature of Composition Studies," *An Introduction to Composition Studies*, ed. Erica Lindemann and Gary Tate, 1-14.

Susan Miller, *Rescuing the Subject*.

Stephen North, *The Making of Knowledge in Composition*.

Richard Beach, "Experimental and Descriptive Research Methods." Kirsch and Sullivan [below], 217-43.

Gesa Kirsch, and Patricia Sullivan, *Methods and Methodology in Composition Research*. [Separate chapters on various research methodologies.]

Lauer, Janice, and William Asher, *Composition Research: Empirical Designs*.

Peter Mortensen and Gesa Kirsch, *Ethics and Representation in Qualitative Studies of Literacy. Evaluating the Intellectual Work of Writing Administration*. Council of Writing Program Administrators. 1998 <<http://www.english.ilstu.edu/hesse/intellec.htm>> Reprinted in *The Allyn & Bacon Sourcebook for Writing Administrators*, 366-378.

Richard Gebhardt, "Evolving Approaches to Scholarship, Promotion, and Tenure in Composition Studies" Ch 1 (1-18) in *Academic Advancement in Composition Studies*.

## 3. Audience/Context

David Bartholomae, "Inventing the University," *When a Writer Can't Write*, ed. Mike Rose.

Lloyd F. Bitzer, "The Rhetorical Situation," *Philosophy and Rhetoric* (Winter 1968): 1-14.

Scott Consigny, "Rhetoric and Its Situations." *Philosophy & Rhetoric*, 7 (1974): 175.

Lisa Ede and Andrea Lunsford, "Audience Addressed/Audience Invoked." CCC 35 (May 1984).

Peter Elbow, "Closing My Eyes as I Speak: An Argument for Ignoring Audience" CE 49 (Jan 1987): 50-69.

Michel Foucault, "What is An Author?"

James Kinneavy, "Kairos: A Neglected Concept in Classical Rhetoric." *Rhetoric and Praxis*, ed. Jean Dietz Moss, 79-105.

Roxanne Mountford, "On Gender and Rhetorical Space." RSQ 31.1 (2001): 41-71.

Walter Ong, "The Writer's Audience Is Always a Fiction."

Richard E Vatz, "The Myth of the Rhetorical Situation." *Philosophy & Rhetoric* 6.3 (1973): 154.

## 4. History Of Rhetoric/Composition

Charles Bazerman and David Russell, eds., *Landmark Essays on Writing Across the Curriculum*. Lawrence Erlbaum, 1994. Specifically the early chapters providing historical context.

James Berlin, *Rhetoric & Reality*

Patricia Bizzell, "Feminist Methods of Research in the History of Rhetoric: What Difference Do They Make?" RSQ 30 (2000): 5-17; rpt. *Feminism and Composition: A Critical Sourcebook*, ed. Gesa Kirsch et al.

John Brereton, ed., *The Origins of Composition Studies in the American College, 1875-1925*.

Jean Ferguson Carr, Stephen L. Carr and Lucille M. Schultz, *Archives of Instruction: Nineteenth-Century Rhetorics, Readers and Composition Books in the United States*.

Cheryl Glenn, *Rhetoric Retold*.

Kay Halasek and Nels P. Highberg, eds., *Landmark Essays on Basic Writing*. Lawrence Erlbaum, 2001. Specifically the early chapters providing historical context.

Gail Hawisher, et al. *Computers and the Teaching of Writing in American Higher Education: 1979-1994*.

Thomas Miller, *The Formation of College English*.

Jacqueline Jones Royster, and Jean C. Williams, "History in the Spaces Left: African American Presence and Narratives of Composition Studies." CCC 50.4 (June 1999): 563–84.

## 5. Composing Processes

Patricia Bizzell, "Cognition, Convention and Certainty: What We Need to Know about Writing." PRE/TEXT 3.3 (1982):213-43. (In Villeneuve, *Cross-Talk*)

James Britton, "The Processes of Writing" (see the Major Works list).

Janet Emig, "Writing as a Mode of Learning" and *The Composing Process of Twelfth Graders*.

Lester Faigley, "Competing Theories of Process: A Critique and a Proposal." CE 48 (Oct. 1986), 427-40.

Linda Flower, "Writer Based Prose."

Linda Flower, and John R. Hayes, "A Cognitive Process Theory of Writing."

Richard Fulkerson, "Composition at the Turn of the Twenty-First Century." CCC 56.4 (June 2004): 654-87.

Karen LeFevre, *Invention As a Social Art*.

D. Gordon Rohman, "Pre-Writing."

Nancy Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers."

## 6. Assessment

Susanmarie Harrington, et al., eds., *The Outcomes Book: Debate and Consensus After the WPA Outcomes Statement*. Utah State University Press, 2005.

Brian Huot, (RE)*Articulating Writing Assessment for Teaching and Learning*. Utah State University Press, 2002.

David Russell, "The Myth of Transcience," *Writing in the Academic Disciplines: 1870-1990*. This chapter is in both the 2002 and 1991 editions.

Edward White, *Teaching and Assessing Writing*, 2nd ed.

Kathleen Yancy, "Looking Back as We Look Forward: Historicizing Writing Assessment." CCC 50.3 (1999). Also, *Reflection in the Writing Classroom*. Utah State University Press, 1998.

## 7. Technology

Jay David Bolter and Richard Grusin, *Remediation: Understading New Media*. MIT, 2000.

James Inman, *Computers and Writing: The Cyborg Era*. Mahwah, NJ: Erlbaum, 2004.

Pamela Takayoshi and Brian Huot, eds., *Teaching Writing with Computers: An Introduction*. Houghton Mifflin, 2002.

Anne Wysocki, et al., *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Utah State University Press, 2004.

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